CENTRAL UNIVERSITY OF PUNJAB
BATHINDA

Master of Arts in Psychology

Session - 2020-2022

Department of Psychology
School of Social Sciences

Programme Outcomes

M.A. Psychology programme focuses on

1. Developing a strong research based theoretical foundation in parallel with the latest developments in the field of psychology among the students.
2. Enabling the students to serve the society by applying their skill set in different fields of practice of psychology.
3. Undertaking challenging and advanced research in diverse fields of psychology.
4. Inculcating the ethical standards of the profession in the students so that they can apply them in their practice.
5. Contributing to the existing knowledge bank in psychological sciences with an interdisciplinary approach.

Course Structure of the Programme

Semester-I

Course Code	se Title	Course Type	Credit Hours			
			L	T	P	C
PSY.512	Systems and Theories of Psychology	Core	4	0	0	4
PSY.507	Research Methodology and Statistics-I	Core	4	0	0	4
PSY.513	Cognitive Psychology - I	Core	4	0	0	4
PSY.509	Practicum - I	Skill Based	0	0	8	4
PSY. 541	Seminar	Skill based	0	0	0	1
Discipline Electives/MOOC (anyone)						
PSY.514	Environmental Psychology	Elective	4	0	0	4
PSY.511	Physiological Psychology	Elective	4	0	0	4
	IDC (from other disciplines)	IDC	2	0	0	2
Total Credits			**23**			

Interdisciplinary course to be offered to students of other departments						
PSY.501	Understanding Psychology	IDC	2	0	0	2

Semester-II

Course Code	se Title	Course Type	Credit Hours			
			L	T	P	C
PSY.510	Developmental Psychology	Core	4	0	0	4
PSY.522	Research Methodology and Statistics-II	Core	4	0	0	4
PSY.528	Cognitive Psychology - II	Core	4	0	0	4
PSY.524	Practicum -II	Skill based	0	0	8	4
PSY. 542	Seminar - II	Skill based	0	0	0	1
Discipline Electives/MOOC (anyone)						
PSY.525	Personality	Elective	4	0	0	4
PSY.527	Educational Psychology	Elective	4	0	0	4
	IDC (from other disciplines)	IDC	2	0	0	2
Total Credits			**23**			

Interdisciplinary course to be offered to students of other departments						
PSY.502	Personality Analysis and Development	IDC	2	0	0	2

Semester-III

Course Code	Title	Course Type	Credit Hours			
			L	T	P	C
PSY.557	Counseling Psychology	Core	4	0	0	4
PSY.572	Psychological Testing	Core	4	0	0	4
PSY.552	Practicum - III	Skill Based	0	0	8	4
PSY.560	Research Proposal	Skill Based	0	0	0	4
Discipline Electives/MOOC (any two)						
PSY.558	Positive Psychology	Elective	4	0	0	4
PSY.551	Clinical Psychology	Elective	4	0	0	4
PSY.559	Organizational Psychology	Elective	4	0	0	4
XXX	Value Added Course	VAC	1	0	0	1
Total Credits			**25**			
Value added course to be offered to students of other departments						
PSY.504	Stress Management	VAC	1	0	0	1

Semester-IV

Course Code	se Title	Course Type	Credit Hours			
			L	T	P	C
PSY.575	Behavior Modification	Core	4	0	0	4
PSY.508	Social Psychology	Core	4	0	0	4
PSY.573	Comprehensive view of Psychology – I	Discipline Enrichment Course	0	4	0	2
PSY.574	Comprehensive view of Psychology – II	Discipline Enrichment Course	0	4	0	2
PSY.591	Internship*	Internship	0	0	0	1
PSY.599	Research Project	Skill based	0	0	0	8
Discipline Electives/MOOC (any one)						
PSY.579	Sports Psychology	Elective	4	0	0	4
PSY.580	Health Psychology	Elective	4	0	0	4
PSY.581	Psychotherapies	Elective	4	0	0	4
XXX	Value Added Course	VAC	1	0	0	1
Total Credits						**26**
Value added course to be offered to students of other departments						
PSY.505	Coping With Addiction	VAC	1	0	0	1

Evaluation Criteria for Theory Courses
  A. Continuous Assessment: [25 Marks]
     i.   Surprise Test (minimum three) - Based on Objective Type Tests (10 Marks)
     ii. Term paper (10 Marks)
     iii. Assignment(s) (5 Marks)
  B. Mid Semester Test-1: Based on Subjective Type Test [25 Marks]
  C. End-Term Exam-1: Based on Subjective Type Test [25Marks]
  D. End-Term Exam-2: Based on Objective Type Tests [25 Marks]

	L	T	P	Cr

Course Code: PSY.512
Course Title: Systems and Theories of Psychology
Total Hours: 60

L	T	P	Cr
4	0	0	4

Learning Outcomes:
After the completion of this course, the students should be able to
- Define the subject matter of psychology.
- Outline the application of psychology in various spheres of life.
- Comprehend the contribution that different systems and theories have made to the discipline of psychology.
- Elaborate upon the theoretical explanations of emotions and attention.

Course Contents
UNIT I   **15 Hours**
System in Psychology: Meaning and types, Evaluation of systems of Psychology, Some basic issues in Psychology.
Philosophical background of psychology: Positivism, Post-Positivism, Social Constructionism, Existential Phenomenology

UNIT II   **15 Hours**
Schools: Structuralism: Contribution and comparison of William Wundt and Titchener, criticism of structuralism.
Functionalism: Contribution of William James, criticism of functionalism.
Psycho analysis: Contribution and criticism of Sigmund Freud; Neo-Freudians: Alfred Alder, Carl Gustav Jung, Erik Erikson.
Behaviourism: Brief introduction to the contribution of, John B. Watson.

UNIT III   **15 Hours**
Eastern perspectives of Psychology
Paradigms of Western Psychology: Positivism, Post-Positivism, Critical perspective, Social Constructionism, Existential Phenomenology.

UNIT IV   **15 Hours**
Field theories: Kurt Levin.
Humanistic theories: Abraham Maslow's theory of self-actualization and Rogers's self-theory.
Existential theories: Victor Frankl, Rollo May. Comparison between humanistic and existential psychology

Transactional Modes:
   1) Lecture
   2) Demonstration
   3) Lecture cum demonstration

4) Group discussion
5) Focused group discussion
6) Cooperative learning
7) Brainstorming
8) Collaborative learning
9) Problem solving
10) PPT (tool for transaction)

Suggested Readings:

1. Brett, G. S. (2003). A history of psychology: Mediaeval and early modern period. Routledge: London
2. Chaplin, J. P., & Krawice, T. A. (1987). Systems and Theories of Psychology. New York: Rinchar & Winston.
3. Compton, W. (2012). Eastern Psychology: Buddhism, Hinduism, and Taoism. California, U.S.A.: Create Space publishers.
4. Jung, C. G. (2018). Psychology and the east. Routledge: London
5. Leahey, T. H. (2005). A History of Psychology: Main currents in psychological thought. (6th. Ed.). Englewood Cliffs, NJ: Prentice-Hall
6. Leahey, T. H. (2017). A History of Psychology: From Antiquity to Modernity. (8th Edition). Taylor and Francis: London.
7. Laungani, P.D. (2007). Understanding cross-cultural psychology: Eastern and western perspectives. London: Sage
8. Marx, M.H., & Hillix, W. A. (1987). Systems and Theories in Psychology. TMII Ed.
9. Rao, K. R., & Paranjpe, A. C. (2015). Psychology in the Indian tradition. New Delhi, India: Springer.
10. Shahakian, W. S. (1975). History and Systems of Psychology. New York: John Wiley & Sons.
11. Shiah, Y. J., Hwang,K. K., & Yit, K. T. (2017). Eastern Philosophies and Psychology: Towards Psychology of self-cultivation. Lausanne, Switzerland: Frontiers Media SA.
12. Singh A.K., (1991). Comprehensive history of psychology. India: Motilal Banarsidass
13. Wolman, B.B. (1980). Contemporary Theories and Systems in Psychology. New York: Harper & Row.
14. Woodworth, R. S., & Shechan, M. R. (1964). Contemporary Schools of Psychology; New York: Ronald Press

L	T	P	Cr
4	0	0	4

Course Code: PSY.507
Course Title: Research Methodology and Statistics – I
Total Hours: 60

Learning Outcomes:
After the completion of this course, the learners will be able to
- Demonstrate the knowledge of research approaches in psychology
- Differentiate various data collection and sampling methods employed in quantitative research
- Explain methods employed in summarizing and organizing the data
- Write a quantitative research proposal in the domain of Psychology.

Course Contents

UNIT I   **13 Hours**
Meaning, nature and purpose of Research; Research approaches in Psychology: Quantitative, qualitative, Process of quantitative research; Formulation of Research problem; Review of Literature, Research Design; Variables and types; Hypothesis and types

UNIT II   **15 Hours**
Population and sample: Basic assumptions; Sampling distribution; Sampling techniques: probability and non-probability sampling; Methods of data collection: observational methods, surveys, questionnaires, interviewing methods, case study methods, and psychometric tests.

UNIT III   **16 Hours**
Measurement: definition, scales of measurement; Statistics: definition, purpose, methods; Descriptive statistics: Measures of Central Tendency and dispersion, Normal probability curve, measures of asymmetry, measures of relative position; Introduction to Probability, Probability and distribution of sample means

UNIT-IV   **16 Hours**
Experimental research designs: within-subjects vs. between subjects design, single subject designs, single factor vs. factorial design, Completely randomized design, Randomized block Design, Latin square design, Cohort studies, Time series design

Transactional Modes:
1. Lecture
2. Demonstration
3. Project method
4. Problem solving
5. Case based study
6. Brain storming

Suggested Readings:
1. Broota, K.D. (2003). Experimental designs in behavioral research. New Delhi: New Age International.

2. Coolican, H. (2014). Research Methods and Statistics in Psychology. (6th ed.). New York: Psychology Press
3. Goodwin, C. J. (2016). Research in psychology: Methods and designs (8th ed.). New Jersey: Wiley.
4. Gravetter, F. J., & Forzano, L.B (2016). Research methods for the behavioral sciences (5th ed.). Belmont, California: Wadsworth.
5. Heiman, G. W. (2013). Basic statistics for the behavioral sciences (7th ed.). Belmont, California: Wadsworth.
6. Lune, H., & Berg. B. L. (2011). Qualitative research methods for the social sciences (8th ed.). Edinburgh: Pearson
7. Kerlinger, F. N., & Lee, H. B. (2000). Foundations of behavioral research. Belmont, California: Wadsworth.
8. Kothari, C. R. (2004). Research methodology methods and techniques. New Delhi: New age international.
9. Singh, A.K. (2017). Tests, measurements and research methods in behavioral sciences (5th ed.). Patna: Bharati Bhavan Publishers and Distributors.
10. Smith, J. A. (2008). Qualitative psychology: A practical guide to research methods. New Delhi: Sage.

Code: PSY.513
Course Title: Cognitive Psychology – I

L	T	P	Cr
4	0	0	4

Total Hours: 60

Learning Outcomes:
After the completion of this course, the learners will be able to
● Comprehend the lower to higher cognitive processes.
● Comprehend and identify the cognitive processes influencing human behavior.
● Outline ongoing knowledge about research in the field of cognitive psychology.

Course Contents
UNIT I   **15 Hours**
Cognitive Psychology: History, Methods. Paradigms of Cognitive Psychology: Information processing approach, Associationistic approach, Evolutionary approach.
Perceptual processes: Gestalt Approaches to Perception; Bottom-Up Processes: Template Matching, Featural Analysis, Prototype Matching; Top-Down Processes: Perceptual Learning, Change Blindness, The Word Superiority Effect; Direct Perception; Disruptions of Perception: Visual Agnosias;

UNIT II   **16 Hours**

Learning Theories: Functionalistic Theories: Thorndike, Skinner, Hull; Associationistic Theories: Pavlov, Guthrie; Cognitive Theories: Piaget, Tolman, Bandura.

Memory Processes: Sensory Memory: Iconic and Echoic.

Short Term Memory and its Models: Modal Model of Memory, Structural and Levels of processing approach.

UNIT III   15 Hours

Long Term Memory; Encoding specificity and Retrieval; Declarative and Non-declarative Models; Autobiographical and flashbulb memories.

Baddley's working Memory Model.

Semantic Memory: Nature, background and structure. Models: feature comparison model, Network Model (Collins and Loftus Network Model and McClelland'sPDP approach). Techniques of Memory improvement.

UNIT IV   14 Hours

Attentional Processes: Selective Attention and Divided Attention; Theories of attention: Filter theory, Attenuation theory, Late selection theory, and Resource Allocation.

Problem solving: Type, Strategies, and Obstacles. Decision-making: Types and models.

Metacognition: Metacognitive knowledge and Metacognitive regulation

Transactional Modes:
1) Lecture
2) Demonstration
3) Lecture cum demonstration
4) Group discussion
5) Focused group discussion
6) Cooperative learning
7) Brainstorming
8) Collaborative learning
9) Problem solving
10) PPT (tool for transaction)

Suggested Readings:
1. Bridget, R. R., & Greg, L. R. (2008). Cognitive Psychology. New Delhi: Pearson Education.
2. Ellis, H. C., & Hunt, R. R. (1993). Fundamentals of Cognitive Psychology. Oxford: Brown and Benchmark.
3. Kellogg, R. T. (2012). Fundamentals of Cognitive Psychology. New Delhi: Sage.
4. Matlin, M. (1983). Cognition. Bangalore PRISM Books PVT. Ltd.
5. Smith, E. E., & Kosslyn, S. M. (2015). Cognitive Psychology: Mind and Brain. New Delhi: Pearson Education.
6. Solso, R. L. (2006). Cognitive Psychology. Boston: Allyn and Bacon Inc.

Course Code: PSY.509
Course Title: Practicum-I
Total Hours: 60

L	T	P	Cr
0	0	8	4

Learning Outcomes:
After the completion of this course, the learners will be able to
- To enable the students to understand the processes and steps involved in conducting the psychological experiments both in and outside the laboratory.
- To enable the students to design, and to undertake the psychological experiments independently.
- To enable the students to prepare the scientific report of the experiments/studies they undertake.

Course Contents
Practical:-
1. Discrimination Learning
2. Span of attention
3. Immediate Memory
4. Prospective Memory
5. Depth Perception
6. Working memory

Familiarization to following equipment (any three):-
1. Skinner box
2. Shuttle box
3. Depth perception instrument
4. Apparent movement/ phi phenomenon
5. Pulse and GSR biofeedback

Transactional Modes:
1) Lecture
2) Demonstration
3) Lecture cum demonstration
4) Group discussion
5) Focused group discussion
6) Cooperative learning
7) Brain storming
8) Collaborative learning
9) Problem solving
10) Case Studies
11) Case analysis

Evaluation Criteria for Practical Courses

A. Continuous Assessment: [25 Marks]
  - Class/Laboratory performance (20 Marks)
  - Timely submission (5 Marks)

B. End-Term Exam: Evaluation based on the following [75 Marks]
  - Design and performance [40 Marks]
  - Viva voce [15 Marks]
  - Practical file [20 Marks]

Course Code: PSY.541
Course Title: Seminar-I
Total Hours: 15

Learning Outcomes:
After the completion of the course students will be able to do quality literature survey, write clear & concise technical reports and communicate concise technical presentations based on constructive criticism.

Evaluation Criteria for Seminar Courses
A. Selection of the topic: [25 Marks]
  - Relevance to the field [10 Marks]
  - Recency of the topic [10 Marks]
  - Novelty [05 Marks]

B. Presentations [25 Marks]
  - Style of presentation [15 Marks]
  - Content [10 Marks]

C. Seminar Reports [50 Marks]

L	T	P	Cr
0	0	0	1

Course Code: PSY.514
Course Title: Environmental Psychology
Total Hours: 60

L	T	P	Cr
4	0	0	4

Learning Outcomes:
After the completion of this course, the learners will be able to
  - Comprehend the role of humans in shaping the environment
  - Demonstrate the role of a psychologist in spreading awareness in safeguarding environment

Course Contents

UNIT I   **18 Hours**

Environmental Psychology: Concept and Nature.
Research methods in Environmental Psychology.
Theoretical Perspectives: Brunswik, Gibson, Barker, Brofenbrenner.

UNIT II   **15 Hours**
Personal Space: Nature and Theories.
Density and Crowding: Nature and Theories.
Territoriality: Nature and Theories.

UNIT III   **15 Hours**
Environmental Problems: Air pollution, Water pollution, Noise pollution.
Effect of climate change on human psychology.

UNIT IV   **12 Hours**
Environment and Health Behaviours.
Role of Psychologist in environment management.
Role of Psychologist in promotion of eco-friendly behaviour

Transactional Modes:
    1) Lecture
    2) Demonstration
    3) Lecture cum demonstration
    4) Group discussion
    5) Focused group discussion
    6) Cooperative learning
    7) Brain storming
    8) Collaborative learning
    9) Problem solving
    10) PPT (tool for transaction)

Suggested Readings:
1. Bell, P. A., Green, T. C., Fisher, J. d., & Baum, A. (2001). *Environmental Psychology*. New York: Harcourt College Publishers.
2. Churchman, A., & Bechtel, R.B. (2002). *Handbook of Environmental Psychology*. New York: John Wiley and Sons.
3. Clayton, S., & Manning, C. (2018). *Psychology and Climate Change: Human Perceptions, Impacts and Responses*. U.S.A.: Elsevier Inc.
4. Devlin, A. N. (2018). *Environmental Psychology and Human Well-Being: Effects of Built and Natural Settings*. U.S.A.: Elsevier Inc.
5. Gifford, R. (1987). *Environmental Psychology, Principles and Practices*. U.S.A : Allyn and Bacon Inc.
6. Gifford, R. (2016). *Research Methods for Environmental Psychology*. Canada: John Wiley & Sons, Ltd.
7. Stokols, D., & Altman, I. (1987). *Handbook of Environmental Psychology*, Vol. 1-2. New York: Wiley.

Course Code: PSY.511
Course Title: Physiological Psychology
Total Hours: 60

L	T	P	Cr
4	0	0	4

Learning Outcomes:
After the completion of this course, the learners will be able to
Comprehend the physiological basis of behavior.

● Develop an understanding of research methods of Physiological Psychology.
● Analyze the inter-related effects of psychology and physiology on an individual.
● Appraise the structure and functions of physiological processes influencing behavior.

Course Contents

UNIT I 16 Hours
Physiological psychology: Nature, History and Scope.
Research methods of Physiological Psychology: Ablation, Stimulation, Neuropsychological Testing.
Neurons: Structure, Types, Functions (Communication within neurons and communication between neurons).

UNIT II 15 Hours
Nervous System: Classification (Central Nervous System and Peripheral Nervous System)
Brain: Functions of Forebrain, Midbrain and Hindbrain.
Spinal Cord: Functions.

UNIT III 14 Hours
Endocrine Glands: Nature, Functions of Thyroid gland, Parathyroid gland, Adrenal gland, Pancreas, Gonads, Pituitary Glands, Pineal Gland.

UNIT IV 15 Hours
Physiological basis: Senses.
Physiological basis: Hunger, Thirst, Sleep and Sex.
Physiological basis: Learning, Memory, Emotion and Aggression.

Transactional Modes:
1) Lecture
2) Demonstration
3) Lecture cum demonstration
4) Group discussion
5) Focused group discussion

6) Cooperative learning

7) Brain storming

8) Collaborative learning

9) Problem solving

10) PPT (tool for transaction)

Suggested Readings:

1. Carlson, N.R. (2011). Foundations of Physiological Psychology. U.S.A.: Allyn & Bacon.

2. Carlson, N. R., & Birkett, M. A. (2016). Physiology of Behavior. U.S.A.: Pearson

3. Khosla, M. (2017). Physiological Psychology: An introduction. New Delhi: Sage Publications.

4. Leukel, F. (1985). Introduction to Physiological Psychology. Delhi: B.S. Publishers and Distributers.

5. Levinthal, C. F. (1996). Introduction to Physiological Psychology (3rd Ed.). New Delhi: Prentice Hall.

6. Pinel, J.P.J. (2007). Biopsychology (6th Edition). New Delhi: Pearson Education, Inc.

7. Williams, S., & Karim, R. (2018). Physiological Psychology. New Delhi: Notion Press, Inc.

IQAC

SEMESTER II

	L	**T**	**P**	**Cr**
Course Code: PSY.510 **Course Title: Developmental Psychology** **Total Hours: 60**	4	0	0	4

Learning Outcomes:

After the completion of this course, the students should be able to

● Comprehend development of an individual from a life span perspective.

● Analyze the role of biological factors on development.

● Make use of the physical, cognitive and moral aspects of human development.

Course Contents

UNIT I   **15 Hours**

Developmental Psychology: Concept, Principles of development.

Pre-natal Development: Stages, Factors, Hazards.

UNIT II   **15 Hours**

Infancy and Childhood:

16

Psychosexual Development: Freud
Cognitive Development: Piaget
Moral Development: Kohlberg
Language Development: Chomsky
Socio - Cultural Development: Vygotsky.

UNIT III   **15 Hours**

Adolescence:
　　Bodily changes
　　Identity Formation: Erikson, Marcia.
Adulthood:
　　Parenting: Diana Baumrind, John Bowlby
　　Adult development: Levinson, Vaillan.

UNIT IV   **15 Hours**

Old age:
　　Adjustment Problems in Old Age: Physical, Emotional & Cognitive
　　Theories of aging: Activity theory, Continuity theory, Disengagement theory.

Transactional Modes:
　　1) Lecture
　　2) Demonstration
　　3) Lecture cum demonstration
　　4) Group discussion
　　5) Focused group discussion
　　6) Cooperative learning
　　7) Brain storming
　　8) Collaborative learning
　　9) Problem solving
　　10) PPT (tool for transaction)

Suggested Readings:
1. Berk, L. E. (2009). Development through the Lifespan. New Delhi: Pearson Education.
2. Craig, G.J. (1996). Human Development. New Jersey: Prentice Hall Upper Saddle River.
3. Hurlock, E.B. (1968). Developmental Psychology. NY : McGraw Hill Book Company.
4. Mangal, S. K., & Mangal, S. (2019). Psychology of Learning and Development. New Delhi: PHI Learning Pvt Ltd.
5. Sigelman, C. K., & Rider, E. A. (2005). Life -Span Human Development. New Delhi : Cengage.
6. Santrock, J. W. (2006). A Topical Approach to Life Span Development. New Delhi: Tata McGraw Hill.

Course Code: PSY.522
Course Title: Research Methodology and Statistics - II
Total Hours: 60

L	T	P	Cr
4	0	0	4

Learning Outcomes:
After the completion of this course, the students will be able to
- Differentiate between the application of parametric and non-parametric test
- Explain the various correlations, regression and factor analysis methods used to analyze the data
- Demonstrate skills on designing qualitative research
- Write the research report in APA format

Course Contents

UNIT-I   **15 hours**
Inferential statistics: Hypothesis testing, level of significance, type-I and type-II errors, Parametric tests of significance: t-test, F-test, MANOVA, ANCOVA

UNIT II   **16 hours**
Non-parametric tests of significance: Chi-square, Sign test, Wilcoxon, Mann Whitney U test, Kruskall Wallis
Correlational Analysis: product moment, rank order, biserial, point biserial, tetrachoric, phi coefficient;

UNIT-III   **17 hours**
Partial correlation, multiple correlation.
Regression: Simple linear regression, Multiple regression;
Factor analysis: Assumptions, Methods, Rotation and Interpretation

UNIT-IV   **12 hours**
Qualitative research: Key philosophical issues, different traditions, research designs, issues in sampling, methods of collecting qualitative data, analyzing qualitative data.
Report writing in APA style; Referencing Style in APA format; Plagiarism; Ethics in psychological research

Transactional Modes:
1. Lecture
2. Demonstration
3. Project method
4. Problem solving

5. Case based study
6. Brain storming

Suggested Readings:
1. Creswell, J. W., & Poth, C. N. (2017). Qualitative inquiry and research design: Choosing among five approaches. Los Angeles, CA: Sage.
2. Gravetter, F. J., & Wallnau, L.B. (2013). Statistics for the behavioral sciences (9th ed.). Belmont CA: Wadsworth.
3. Guilford, J. P., & Fruchter, B. (1978). Fundamental statistics in psychology and education. New York: McGraw-Hill
4. Heiman, G. W. (2013). Basic statistics for the behavioral sciences (7th ed.). Belmont, California: Wadsworth.
5. Kerlinger, F. N., & Lee, H. B. (2000). Foundations of behavioral research. Belmont, California: Wadsworth.
6. Ritchie, J., Lewis, J., McNaughton Nicholls, C., & Ormston, R. (2014). Qualitative research Pactice A guide for social science students and researchers (2nd ed.). New Delhi: Sage Publication Limited.
7. Smith, J. A. (2008). Qualitative psychology: A practical guide to research methods. New Delhi: Sage.
8. Siegal, S., & Castetellan, N.J. (1988). Non-parametric statistics for the behavioral sciences. New York: McGraw-Hill.
9. Singh, A.K. (2017). Tests, measurements and research methods in behavioral sciences (5th ed.). Patna: Bharati Bhavan Publishers and Distributors.

Course Code: PSY.528
Course Title: Cognitive Psychology-II
Hours: 60

Total

L	T	P	Cr
4	0	0	4

Learning Outcomes:
After the completion of this course, the students should be able to
- Comprehend the lower to higher cognitive processes.
- Comprehend and identify the cognitive processes influencing human behaviour.
- Outline ongoing knowledge about research in the field of cognitive psychology.

Course Contents

UNIT I **15 Hours**
Reasoning: Types of Inductive and Deductive reasoning. Approaches: Componential approach, Rules/Heuristics approach, Mental Model Approach.

Problem Solving: Problems and types: Well defined and ill-defined problems. Approaches to problem solving: Means end Heuristics, Hill climbing, Analogy Approach, Factors influencing problem solving: Functional fixedness, Expertise, Mental Set, Insight V/S Non-Insight.

UNIT II   **15 Hours**
Creativity: Meaning. Theories: Torrance, Getzel and Jackson, Guilford, Wallach and Kegan. Factors Affecting Creativity.
Decision Making: Algorithms and Heuristics: Representative, Availability, Anchoring and Adjustment. Illusory correlation, over confidence in decisions, Framing effect and Hindsight bias.

UNIT III   **15 Hours**
Language Comprehension: Structure of language: Phonology, Syntax, Semantics and Pragmatics; Language and Cognition: Modularity hypothesis, Whorfian hypothesis. Neuropsychological evidence of language. Speech perception: Approaches to speech perception (General Mechanism Approach and Special Mechanism Approach).

UNIT IV   **15 Hours**
Imagery: Visual, auditory and motor imagery. Principles and Characteristics of mental Images. Cognitive Maps: Distance, Shape and Relative Positions.
Intelligence: Meaning and definitions. Theories- Binet, Spearman, Thurston, Cattell, Jensen, Gardner.

Transactional Modes:
1) Lecture
2) Demonstration
3) Lecture cum demonstration
4) Group discussion
5) Focused group discussion
6) Cooperative learning
7) Brainstorming
8) Collaborative learning
9) Problem solving
10) PPT (tool for transaction)

Suggested Readings:
1. Bridget, R. R., & Greg, L. R. (2008). Cognitive Psychology. New Delhi: Pearson Education.
2. Ellis, H. C., & Hunt, R. R. (1993). Fundamentals of Cognitive Psychology. Oxford: Brown and Benchmark.
3. Eysenck, M. W. Keane, M. T. (2015).Cognitive Psychology: A Student's Handbook. Psychology Press: London
4. Galotti, K. M. (2017). Cognitive Psychology In and Out of the Laboratory. Sage Publications: Minnesota.

5. Kellogg, R. T. (2012). Fundamentals of Cognitive Psychology. New Delhi: Sage.
6. Matlin, M. (1983). Cognition. Bangalore PRISM Books PVT. Ltd.
7. Smith, E. E., & Kosslyn, S. M. (2019). Cognitive Psychology: Mind and Brain. New Delhi: Pearson Education.
8. Solso, R. L. (2006). Cognitive Psychology. Boston: Allyn and Bacon Inc.

Code: PSY.524
Course Title: Practicum-II
Total Hours: 60

L	T	P	Cr
0	0	8	4

Learning Outcomes:

After the completion of this course, the students should be able to
- To enable the students to understand the processes and steps involved in conducting the psychological experiments both in and outside the laboratory.
- To enable the students to design, and to undertake the psychological experiments independently.
- To enable the students to prepare the scientific report of the experiments/studies they undertake

Course Contents
Practical
1. Transfer of training/learning
2. Signal detection
3. Imagery
4. Personality test
5. Emotional intelligence
6. Measurement of intelligence
7. Measurement of Creativity

Familiarization with equipment:-
1. Memory-drum
2. Reaction time
3. Stroop Color test
4. Rod and Frame test
5. Tachistoscope

Transactional Modes:
1) Lecture
2) Demonstration
3) Lecture cum demonstration
4) Group discussion
5) Focused group discussion

6) Cooperative learning
7) Brain storming
8) Collaborative learning
9) Problem solving
10) Case Studies
11) Case analysis

Evaluation Criteria for Practical Courses
1. Continuous Assessment: [25 Marks]
   - Class/Laboratory performance (20 Marks)
   - Timely submission (5 Marks)

2. End-Term Exam: Evaluation based on the following [75 Marks]
   - Design and performance [40 Marks]
   - Viva voce [15 Marks]
   - Practical file [20 Marks]

Course Code: PSY.542
Course Title: Seminar-II
Total Hours: 15

L	T	P	Cr
0	0	0	1

Learning Outcomes:
After the completion of the course, the learners will be able to do
Use different soft wares (useful for data analysis and manuscript writing) independently.
1. Microsoft office
2. SPSS
3. R

Transactional Modes:
1) Lecture cum demonstration
2) Group discussion
3) Focused group discussion

Evaluation Criteria for Seminar Courses
A. Demonstration of the usage of software: [100 Marks]
   - Accuracy [50 Marks]
   - Interpretation of hypothetical data [50 Marks]

Course Code: PSY.525
Course Title: Personality
Total Hours: 60

L	T	P	Cr
4	0	0	4

Learning Outcomes:

After the completion of this course, the students should be able to
- Comprehend human personality from biological, psychological and socio-cultural aspects.
- Decipher intensively various approaches towards personality.
- Analyze the ways for measuring personality.

Course Contents

UNIT I   **16 Hours**
Personality: Nature and Concept
Determinants of personality: Biological, Psychological and socio-cultural.
Psychoanalytic theory: Sigmund Freud
Neo-Freudian psychoanalysis: Carl Jung, Alfred Adler, Erick Erickson

UNIT II   **15 Hours**
Humanistic Approach: Abraham Maslow, Carl Rogers, Rollo May
Cognitive Approach: George Kelly

UNIT III   **15 Hours**
Social Learning Approach: Miller and Dollard, Albert Bandura, Julian Rotter
Trait Approach: Gordon Allport, Hans Eysenck, Raymond Cattell

UNIT IV   **14 Hours**
Measurement of personality: Subjective, Objective and Projective techniques.
Testing of Cultural and Linguistic Minorities.
Ethical issues in personality assessment.

Transactional Modes:
1) Lecture
2) Demonstration
3) Lecture cum demonstration
4) Group discussion
5) Focused group discussion
6) Cooperative learning
7) Brain storming
8) Collaborative learning
9) Problem solving
10) PPT (tool for transaction)

Suggested Readings:
1. Feist, J., Feist, G. J., & Roberts, T. (2018). Theories of Personality. Singapore: McGraw Hill.
2. Hall, C. S., Lindzey, J. C., & Manosevitz, M. (2007). Introduction to Theories of Personality. New York: John Wiley & Sons.

3. Hjelle, D. A., & Ziegler, D. J. (1992). Personality Theories- Basic assumptions, research and applications. Singapore : McGraw Hill.
4. Larsen, R. J., Buss, D. M., & Deuskar, M. U. (2017). Personality Psychology: Domains of knowledge about human nature. USA: McGraw Hill Education.
5. Shultz, D. P. & Shultz, S. E. (2013). Theories of Personality. Belment, U.S.A: Wadsworth Thompson Learning.

Course Code: PSY.527
Course Title: Educational Psychology
Total Hours: 60

L	T	P	Cr
4	0	0	4

Learning Outcomes:
After the completion of this course, the students will be able to
- Critically evaluate the applications of educational psychology
- Design a positive environment for learning
- Demonstrate skills in managing problem behaviors in class room settings
- Evaluate the educational issues involved with children with special needs

Unit I   **16 hours**
Introduction to educational psychology, Historical background, Effective teaching skills, cognitive and language development in the context of education: Piaget's and Vygotsky's theories

Unit II   **15 hours**
Designing physical environment of the classroom, creating a positive environment for learning, dealing with problem behaviors

Unit III   **13 hours**
Vocational Counseling and Guidance; Indiscipline, Teacher-Student Relationship and Classroom management

Unit IV   **16 hours**
Educational issues involved with gifted children and children with disabilities, speech and language disorders, emotional and behavioral disorders

Transactional Modes:
1. Lecture
2. Demonstration
3. Project method
4. Problem solving
5. Case based study
6. Brain storming

Suggested Readings:
1. Brophy, J. (2010). Motivating Students to Learn (3rd edition). New York: Routledge.
2. Frederickson, N., Miller, A. & Cline, T. (2008). Educational Psychology. London: Hodder Education.
3. Robinson, S. (2009). Foundation of Educational Psychology (2nd ed.). New Delhi: Ane Books
4. Delhi: Ane Books Rubie-Davies, C. (Ed.) (2011). Educational Psychology Concepts, Research and Challenges. New York: Routledge.
5. Smith, T., Polloway, E., Patton, J. & Dowdy, C. (2012). Teaching Students with Special Needs in Inclusive Settings (6th edition). New Delhi: PHI Learning.
6. Woolfolk, A. (2004). Educational psychology (9th ed.). New Delhi: Pearson Education.

SEMESTER – III

Course Code: PSY.557
Course Title: Counseling Psychology
Total Hours: 60

L	T	P	Cr
4	0	0	4

Learning Outcomes:
After the completion of this course, the learners will be able to:
● Develop the attributes of an effective counselor.
● Demonstrate the skills imperative for guidance and counseling.
● Construct the professional foundation of guidance and counseling.

Course Contents

UNIT I   **14 Hours**
Counselling: Nature, History and principles. Attributes of Counsellor, Training of Counsellor, Ethical issues in counselling.

UNIT II   **16 Hours**
Approaches to Counselling: Psychoanalytic, Behaviour therapy, Cognitive, Humanistic.
Contemporary approaches to Counselling: Rational Emotive Therapy, Transactional Analysis.

UNIT III   **15 Hours**
Counselling Process: Effective Counselling Relationship, Stages, Counselling Skills.

Counsellee Appraisal: Use of Testing and Non-Testing Techniques.

UNIT IV   **15 Hours**
Counselling applications: School Counselling, Family Counselling, Marital Counselling, Substance-abuse Counselling, HIV/AIDS Counselling, Old age Counselling, Victims of sexual abuse Counselling, work place counselling.

Transactional Modes:
   1) Lecture
   2) Demonstration
   3) Lecture cum demonstration
   4) Group discussion
   5) Focused group discussion
   6) Cooperative learning
   7) Brainstorming
   8) Collaborative learning
   9) Problem solving
   10) Case study
   11) Case based study
   12) Case analysis
   13) PPT (tool for transaction)

Suggested Readings:
   1. Corey, G. (2019). Theory and Practice of Counselling and Psychotherapy. New Delhi: Cengage Learning India Pvt. Ltd.
   2. Dimri, B., Minocha, M., & Auplish, M. (2016). Guidance and Counselling. New Delhi: Bookman.
   3. Douglass, R. G., & David, C. (2007). Counselling and Psychotherapy. New Delhi: Pearson Education.
   4. Gladding, S. T. (2018). Counselling, Comprehensive Approach. UK: Pearson Education.
   5. Nystul, M. S. (2003). Introduction to counseling: An Art and Science Perspective. New Mexico State University: Allyn and Bacon.
   6. Orlans, V., & Scoyoc, S. V. (2009). Short Introduction to Counselling Psychology. New York: Sage Publishers Ltd.

Course Code: PSY.572
Course Title: Psychological Testing
Total Hours: 60

L	T	P	Cr
4	0	0	4

Learning Outcomes:

After the completion of this course, the students will be able to
- Describe the process of test construction
- Explain the areas of testing
- Outline the scales use to measure attitude
- Comprehend the applications of psychological testing in various settings

Course Contents

Unit I   **15 hours**
Types of tests Test construction: Item writing, item analysis, item response theory
Test standardization: Reliability, validity and Norms

Unit II   **15 hours**
Areas of testing: Intelligence, creativity, neuropsychological tests, aptitude, Personality assessment, interest inventories

Unit III   **15 hours**
Attitude scales – Semantic differential, Staples, Likert scale. Computer-based psychological testing

Unit IV   **15 hours**
Applications of psychological testing in various settings: Clinical, Organizational and business, Education, Counseling, Military. Career guidance.

Transactional Modes:
1. Lecture
2. Demonstration
3. Project method
4. Problem solving
5. Case based study
6. Brain storming

Suggested Readings
1. Aiken, L.R. (2005). Psychological testing and assessment (12th ed.). Boston: Alln & Bacon
2. Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.). Delhi: Pearson education
3. Cohen, R. J., & Swerdlik, M.E. (2009). Psychological testing and assessment: An introduction to tests and measurement (7th ed.). New York: McGraw Hill
4. Fernandes-Ballesteros, R (ed.) (2003). Encyclopedia of psychological assessment: Vol. I & II. New Delhi: Sage
5. Gregory, R.J. (2013). Psychological testing: History, principles and applications (7th ed.). Boston: Allyn & Bacon.

6. Groth-Marnat, G. (2003). Handbook of psychological assessment (4rth ed.). New Jersey: Wiley.
7. Hersen, M., Kazdin, A. E., & Bellack, A. S. (eds.). (1991). The clinical psychology handbook (2nd ed.). New York: Pergamon Press.
8. Kaplan, R. M. & Dennis, P. (2005). Psychological testing. (6th ed.). Indian edition.
9. Kaplan, R. M & Saccuzzo, D. P. (2017). Psychological testing: Principles, applications, and issues (9th ed.). Boston: Cengage Learning Custom Publishing.
10. Murphy, K.R., & Davidshofer, C.O. (2005). Psychological testing: Principles and Applications (6th ed.). New Jersey: Pearson

Course Code: PSY.552
Course Title: Practicum-III
Total Hours: 60

L	T	P	Cr
0	0	8	4

Learning Outcomes:
After the completion of this course, the students will be able to
  ● Demonstrate skills in using psychological tests in clinical or industrial settings
  ● Prepare psychological report of the tests that they are conducting

Clinical Assessment
  ● Binet Kamat test of intelligence
  ● Bhatia's battery of intelligence
  ● PGI Memory Scale
  ● Bender-Gestalt test
  ● Draw a person test
  ● NEO-FIVE
  ● 16 PF
  ● Eysenck Personality Questionnaire (EPQ)
  ● TAT
  ● David's battery of differential abilities
  ● Optimistic Pessimistic Attitude Scale (OPAS)(13 to 25 years)
  ● Organizational Effectiveness Scale
  ● Organizational Climate Scale
  ● Learning Organization Scale
  ● Sociometery
  ● Altruism
  ● Aggression

Transactional Modes:
    1. Lecture
    2. Demonstration
    3. Lecture cum demonstration

4. Group discussion
5. Focused group discussion
6. Cooperative learning
7. Brain storming
8. Collaborative learning
9. Problem solving
10. Case Studies
11. Case analysis

Evaluation Criteria for Practical Courses
1. Continuous Assessment: [25 Marks]
   - Class/Laboratory performance (20 Marks)
   - Timely submission (5 Marks)

2. End-Term Exam: Evaluation based on the following [75 Marks]
   - Design and performance [40 Marks]
   - Viva voce [15 Marks]
   - Practical file [20 Marks]

Course Code: PSY.599
Course Title: Research Project -I
Total Hours: 15

L	T	P	Cr
0	0	4	4

Learning Outcomes:
After having the orientation about research methodology in the first and second semesters, students will take up small individual research projects on the topics related to any field of Psychology. S/he will come up with synopsis in 3rd semester.

Selection of Topic
In the beginning, each student will develop at least three topics of her/his interest, out of which one will be finalized by the concerned supervisor. The synopsis of the research topic would also be presented before the faculty for further feedback and opinion.

Evaluation
The evaluation will be on the basis of satisfactory and unsatisfactory where satisfactory will be based on the performance of the student as Excellent, Very good, Good, Average whereas student will be given unsatisfactory when his/her performance is below average. The criteria for the performance will be:
1. Attendance and punctuality
2. Regular discussion with supervisor

3. Extensive review of literature
4. Management of time and resources
5. Synopsis presentation

Course Code: PSY.558
Course Title: Positive Psychology
Total Hours: 60 hours

Learning Outcomes:
After the completion of this course, the students should be able to
- Describe the movement of positive psychology
- Examine various positive strengths and virtues
- Explain various positive emotions
- Describe positive personal traits

L	T	P	Cr
4	0	0	4

Course Contents

Unit I   **15 Hours**
Positive Psychology---Movement, Founder, western and eastern perspectives on positive psychology, future directions in positive psychology

Unit II   **15 Hours**
Positive emotional states: Happiness, Subjective wellbeing, emotional intelligence; Positive cognitive states: Self-efficacy, Optimism, Hope, Flow, and Mindfulness

Unit III   **15 Hours**
Positive relationships: Love, Compassion, Empathy, Altruism, Gratitude, Forgiveness

Unit IV   **15 Hours**
Positive personal traits, positive coping strategies, resilience and post traumatic growth

Transactional Modes:
1. Lecture
2. Demonstration
3. Project method
4. Group discussion
5. Case based study
6. Brain storming
7. Role play

Suggested Readings

1. Baumgardner, S., & Crothers, M. (2016). Positive psychology. Chennai: Pearson India education services.
2. Carr, A. (2011). Positive psychology: The science of happiness and human strengths (2nd ed.). New York: Routledge.
3. Lopez, S.J. (Ed.) (2009). The encyclopedia of positive psychology. New York: Wiley
4. Lopez, S.J. & Snyder, C.R. (2009.). The Oxford handbook of positive psychology. New York: Oxford university press.
5. Moneta, G.B. (2013). Positive psychology: A critical introduction. London: Palgrave
6. Peterson, C. (2006). A primer in positive psychology. Oxford University Press
7. Peterson, C. & Seligman, M. (2004). Character strengths and virtues: A handbook and classification. New York: Oxford University Press
8. Snyder, C.R. & Lopez, S.J. (2006). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage

Course Code: PSY.551
Course Title: Clinical Psychology
Total Hours: 60

Learning Outcomes:
After the completion of this course, the learners will be able to

- Comprehend the basis, theories and classifications for clinical psychology.
- Show the knowledge and skills of diagnosing various psychopathological symptoms.
- Demonstrate the treatment and management of various psychological disorders.

L	T	P	Cr
4	0	0	4

Course Contents

UNIT I   **14 Hours**
Clinical psychology: Nature, Classification of mental disorders (ICD, DSM).
Psychodiagnostics: History taking, Report Writing, Mental State Examination, Differential Diagnosis.
Clinical application: Behaviour Assessment and Neuropsychological Assessment.

UNIT II   **14 Hours**
Psychotherapies: Psychoanalytic, Behavioural, Cognitive, Humanistic.
Brief introduction: ECT, Drug therapy, Play therapy, Family Psycho-education.

UNIT III   **16 Hours**
Anxiety based disorders: Nature, types and management.

Personality disorders: Nature, types and management.
Schizophrenia: Nature, types and management.
Mood Disorders: Nature, types and management.

UNIT IV   **16 Hours**
Sexual Disorders: Nature, types and management.
Developmental Disorders: Mental retardation, Learning disability, Autism, ADHD, Eating disorders.

Transactional Modes:
   1) Lecture
   2) Demonstration
   3) Lecture cum demonstration
   4) Group discussion
   5) Focused group discussion
   6) Cooperative learning
   7) Brainstorming
   8) Collaborative learning
   9) Problem solving
   10) Case study
   11) Case based study
   12) Case analysis
   13) PPT (tool for transaction)

Suggested Readings:
   1. Barlow, D. H., & Durand, V. M. (2015). Abnormal Psychology. Belmont, CA: Wadsworth.
   2. Bennett, P. (2017). Abnormal and Clinical Psychology. USA: McGraw Hill Education.
   3. Carson, R. C., Butcher, J. N., & Mineka, S. (2013). Abnormal Psychology & Modern Life. New York : Longman.
   4. Kearney, C. A., & Trull, T. J. (2012). Abnormal Psychology and Life: A Dimensional Approach. New Delhi: Cengagae learning.
   5. Kring, J., & Davison, N. (2011). Abnormal Psychology. New York: John Wiley & Sons Inc.
   6. Pomerantz, A. M. (2008). Clinical Psychology. New Delhi: Sage Publications.
   7. Sarason, I. G., & Sarason, B. R. (2017). Abnormal Psychology. The Problem of Maladaptive Behaviour. New Delhi. Prentice Hall of India Private Limited.

L	T	P	Cr

4	0	0	4

Course Code: PSY.559
Course Title: Organizational Psychology
Total Hours: 60 hours

Learning Outcomes:
After the completion of this course, the students should be able to
- Comprehend the relevant concepts of Organizational Behaviour
- Apply the principles of organizational behavior to any organization in order to make it more productive.

Unit I   **15 hours**
Introduction to organizational behavior; Historical background, scope, importance and current status of organizational behaviour; Fundamental assumptions of organizational behaviour.
Organisational Development: Introduction, Objective of OD programme, Basic OD Assumptions, OD Interventions,

Unit II   **15 hours**
Theories of organizational behaviour: Fayol's classical theory of organization; Taylor's scientific management theory; Weber's bureaucratic theory of organization; Elton Mayo's human relations theory of organization. Critical analysis of traditional and modern models of organizational behaviour and their implications.

Unit III   **15 hours**
Behaviour in organizations:Types of workplace behaviour, Motivation at the workplace; content and process theories of motivation; important workplace attitudes and attitude formation; perception and attribution in organizations; Group dynamics and communication in organizations

Unit IV   **15 hours**
Job satisfaction: Factors determining job satisfaction, Effect of Job satisfaction on performance.
Conflict Management: Introduction, Transition of Conflict, Types of Conflict, Conflict Process, Causes of Conflict, Conflict Resolution Model.
Dynamics of Communication: Introduction, Objectives of communication, Communication Process, Means of communication, Structure of communication, Types of communication, Communication network, Barriers to effective communication, Overcoming communication barriers

Transactional Modes:
1. Lecture
2. Demonstration
3. Project method

4. Group discussion
5. Case based study
6. Brain storming
7. Role play

Suggested Readings

1. Bobbitt, R. Breinholt, Doktor and James P. McNaul. Organizational Behavior; Understanding and Prediction. New Jersey: Prentice-Hall, Inc.
2. Cascio (1998) Managing Human Resources. Delhi: Tata McGraw Hill.
3. Chadha, N.K. (2007). Organizational behaviour. New Delhi: Galgotia.
4. French and Bell (2006). Organizational Development-A Behaviour Science Approach (8th Ed.). New Delhi: Prentice hall of India
5. Katz. D and Kahn R.L. (1967) Social Psychology of Organizations- Prentice Hall
6. Kondalkar, V. G. (2007). Organizational Behaviour. New Age International (P) Ltd., Publishers: New Delhi.
7. Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin.
8. Nelson L, Debra and Quick Campbell James:(2008) Organizational Behavior: Foundation, Realities and Challenges: Thompson-South Western, New Delhi
9. Newstrom, J. W. and Davis, K. (2002). Organizational Behaviour –Human Behaviour at Work (10th ed.) Delhi: Tata McGraw Hill.
10. Pareek, U. (2006). Understanding Organizational Behavior, Oxford University Press, New Delhi
11. Robbins , S. P. (2003). Organisational Behaviour. New Delhi: Prentice Hall of India.
12. Seijts, G. H. (2006). Cases in Organizational Behaviour. New Delhi: Sage.
13. Singh, N.(2003). Organizational Behaviour-concepts,theories & practices, New Delhi: Deep & Deep Publications.
14. Snell & Bohlander (2007) Human Resource Management, Thomson South Western
15. Spector Paul E. (2016). Industrial and Organizational Psychology: Research and Practice, WIley.

Course Code: PSY.575
Course Title: Behavior Modification
Total Hours: 60

L	T	P	Cr
4	0	0	4

Learning Outcomes:
After the completion of this course, the learners will be able to
- Comprehend the elementary elements of behavior modification
- Outline different techniques for measuring behavior
- Apply different techniques for establishing new behaviors in people with intellectual disabilities
- Make use of different procedures for decreasing problem behaviors in people with intellectual disabilities

Course Contents

UNIT I   **15 Hours**
Defining Behaviour Modification; Characteristics of Behaviour Modification; Observing and Recording Behavior: Direct and indirect assessment; defining the target behavior; the logistics of recording; When and Where to Record; The characteristics of the observer; choosing a recording method; continuous recording; product recording; interval recording; time sample recording; choosing a recording instrument.

UNIT II   **15 Hours**
Measurement of behavior change: Graphing behavioral data; graphing different dimensions of behavior. Research designs: a-b design, a-b-a-b reversal design, multiple-baseline design, alternating-treatments design, changing-criterion design.
Reinforcements: Defining reinforcement, positive and negative reinforcement, social versus automatic reinforcement, escape and avoidance behaviors, conditioned and unconditioned reinforcers. Factors that influence the effectiveness of reinforcement: immediacy, contingency, establishing operations, individual differences, magnitude. Schedules of reinforcement.

UNIT III   **15 Hours**
Procedures to establish new behavior: Shaping, defining shaping, applications of shaping, shaping procedure, shaping of problem behaviors.
Prompting and transfer of stimulus control: defining prompting, fading, types of prompts, response prompts, stimulus prompts, transfer of stimulus control,
prompt fading, prompt delay, stimulus fading, procedure of prompting and transfer of stimulus control.
Chaining: Defining chaining, forward chaining, backward chaining.

UNIT IV   **15 Hours**

Procedures To Increase Desirable Behavior and Decrease
Undesirable Behavior: Differential Reinforcement; Differential Reinforcement Of Alternative Behavior, When To Use DRA; How To Use DRA; Using Differential Negative Reinforcement of Alternative Behaviors; Variations Of DRA; Research On DRA. Differential Reinforcement of other Behavior; Defining DRO; Differential Reinforcement of Low Rates of Responding; Defining DRL; Variations Of DRL; Implementing DRL Procedures

Antecedent Control Procedures: Defining Antecedent Control Procedures; Presenting the Discriminative Stimulus (SD); Decreasing Response Effort For The Desirable Behavior; Removing the Discriminative Stimulus Or Cues for Undesirable Behaviors; Removing Establishing Operations For Undesirable Behaviors; Increasing The Response Effort For Undesirable Behaviors.

Transactional Modes:
1) Lecture
2) Demonstration
3) Lecture cum demonstration
4) Group discussion
5) Focused group discussion
6) Cooperative learning
7) Brainstorming
8) Collaborative learning
9) Problem solving
10) Case study
11) Case based study
12) Case analysis
13) PPT (tool for transaction)

Suggested Readings:
1. Jena, S. P. K. (2008). Behaviour Therapy: Techniques, Research and Applications. New Delhi: Sage Publications.
2. Miltenberger, R. G. (2019). Behavior Modification: principles and Procedures.(6th ed.). Belmont USA.Thomson Wadsworth.
3. Rimm, D.C. & Masters, J.C. (1974). Behaviour Therapy: Techniques and Empirical Findings. New York: John Wiley & Sons.
4. Swaminathan, V.D.,& Kaliappan, K.V. (1997). Psychology for Effective Living Behaviour Modification, Guidance, Counselling and Yoga. Chennai: Madras
5. Nystul, M. S. (2003). Introduction to counseling: An Art and Science Perspective. New Mexico State University: Allyn and Bacon.
6. Orlans, V., & Scoyoc, S. V. (2009). Short Introduction to Counselling Psychology. New York: Sage Publishers Ltd.

Course Code: PSY.508
Course Title: Social Psychology
Total Hours: 60 hours

L	T	P	Cr
4	0	0	4

Learning Outcomes:
After the completion of this course, the students should be able to
- Comprehend the psychological interaction between individual and society,
- Comprehend the influence of societal factors on individual, and
- Apply social psychology at individual as well as societal level.

Course Contents

UNIT I   **15 Hours**
Social psychology: Nature, Scope and Methods.
Socialization: Agencies of socialization
Social Cognition: Heuristics: Representativeness, Availability, Anchoring and Adjustment, Status Quo Heuristic. Schemas. Impact of schemas on social cognition, Priming, Schema persistence. Potential sources of error in social cognition.
Social Perception: Role of non-verbal communication in social perception. Attribution and its theories.

UNIT II   **15 Hours**
Self: Managing the self in different social contexts. Personal versus social identity. Self-esteem: Attitudes toward ourselves.
Social influence: conformity, compliance, and obedience to authority.
Attitude: nature, effect of attitudes on behaviour, attitude formation, attitude maintenance. Persuasion and its resistance. Cognitive Dissonance and attitude change.

UNIT III   **15 Hours**
Stereotyping: Nature and origins of stereotyping. Formation and use of stereotypes.
Prejudice: Nature and different perspectives on understanding prejudice.
Discrimination: Nature, techniques for countering its effects.
Aggression: perspectives on aggression, causes on human aggression, bullying, techniques for preventing and controlling aggression.
Prosocial behavior: Different perspectives on prosocial behavior, bystanders effect, factors affecting prosocial behavior.

UNIT IV   **15 Hours**
Groups: social facilitation, social loafing, cooperation and conflicts in groups.
Leadership: Theories and styles
Application of social psychology: social psychology and health, social psychology and environment, social psychology and Law.

Personal space, crowding, and territoriality

Transactional Modes:
1) Lecture
2) Demonstration
3) Lecture cum demonstration
4) Group discussion
5) Focused group discussion
6) Cooperative learning
7) Brainstorming
8) Collaborative learning
9) Problem solving
10) PPT (tool for transaction)

Suggested Readings:
1. Baron, R. A., Byrne, D. E., & Branscombe, N. R. (2012). Social Psychology. NeDelhi: Prentice Hall of India Pvt, Ltd.
2. Feldman, R. S. (1995). Social Psychology. New Jersey: Prentice Hall.
3. Myers, D. G. (2006). Social Psychology. New Delhi: Tata McGraw Hill.
4. Shaw, M. E., & Costanzo, P.R. (1982). Theories of Social Psychology. New York: McGraw Hill.
5. Singh, A. K. (2015). Social Psychology. New Delhi: PHI Learning.
6. Vallacher, R. R. (2020). Social Psychology: Exploring the Dynamics of Human Experience. New York Taylor and Francis.

	L	T	P	Cr
Course Code: PSY.573 **Course Title: Comprehensive view of Psychology – I** **Total Hours: 30**	0	2	0	2

Learning Outcomes:
After the completion of this course, the learners will be able to
● Demonstrate the psychological skills for the upcoming professional world.
● Develop the final insight of the basis of psychology, research methodology, psychological testing, biological and cognitive basis of human behavior.
● Excel in various course based competitive exams.

Course Contents

UNIT I   **6 Hours**
Emergence of Psychology: Psychological thought in some major Eastern Systems, Academic psychology in India, Emergence of psychology in West, Essential aspects of knowledge paradigms, Paradigms of Western Psychology, Significant Indian paradigms on psychological knowledge

UNIT II **8 Hours**

Research methodology: Meaning, purposes and dimensions of research; Research problems, Variables and Operational Definitions, Hypothesis, Sampling; Ethics in conducting and reporting research; Paradigms of research; Methods of research, Experimental Designs

Statistics in Psychology: Measures of Central Tendency and Dispersion, Normal Probability Curve, Parametric and Non-parametric tests, Power analysis, Effect size, Correlational Analysis, Factor analysis

Psychological testing: Types of tests, Test construction, Test standardization, Areas of testing, Attitude scales, Computer-based psychological testing, Applications of psychological testing in various settings

UNIT III **8 Hours**

Biological basis of behavior: Sensory systems, Neurons, The Central and Peripheral Nervous Systems, Methods of Physiological Psychology, Muscular and Glandular system, Biological basis of Motivation and emotion, Genetics and behavior

UNIT IV **8 Hours**

Attention: Forms of attention, Models of attention; Perception: Approaches to the Study of Perception, Perceptual Organization, Perceptual Constancy, Perception of Form, Depth and Movement, Role of motivation and learning in perception, Signal detection theory, Subliminal perception and related factors, information processing approach to perception, culture and perception, perceptual styles, Pattern recognition, Ecological perspective on perception.

Learning: Fundamental theories, Classical Conditioning, Instrumental learning, Reinforcement, Behaviour modification and its applications, Cognitive approaches in learning, Verbal learning and Discrimination learning, Recent trends in learning; Memory and Forgetting: Memory processes, Stages of memory, Theories of forgetting

Transactional Modes:
  1) Lecture
  2) Demonstration
  3) Lecture cum demonstration
  4) Group discussion
  5) Focused group discussion
  6) Cooperative learning
  7) Brain storming
  8) Collaborative learning
  9) Problem solving
  10) PPT (tool for transaction)

Suggested Readings:
  1. Brennan, J. F. (2004). History and Systems of Psychology. Singapore: Pearson Education.

2. Bridget, R. R., & Greg, L. R. (2008). Cognitive Psychology. New Delhi: Pearson Education.
3. Carlson, N. R. (2011). Foundations of Physiological Psychology. U.S.A.: Allyn & Bacon.
4. Cicarelli, S. K.& Meyer, G. E. (2007). Psychology. New Delhi: Pearson Publishers.
5. Gravetter, F. J., & Forzano, L.B (2015). Research methods for the behavioral sciences. Belmont, California: Wadsworth.
6. Kellogg, R. T. (2012). Fundamentals of Cognitive Psychology. New Delhi: Sage.
7. Khosla, M. (2017). Physiological Psychology: An introduction. New Delhi: Sage Publications.
8. Singh, A. K. (2011). Tests Measurements and Research Methods in Behavioural Sciences. New Delhi; Tata McGraw Hill.
9. Smith, E. E., & Kosslyn, S. M. (2015). Cognitive Psychology: Mind and Brain. New Delhi: Pearson Education.
10. Solso, R. L. (2006). Cognitive Psychology. Boston: Allyn and Bacon Inc.
11. Williams, S., & Karim, R. (2018). Physiological Psychology. New Delhi: Notion Press, Inc.

Course Code: PSY.574
Course Title: Comprehensive view of Psychology – II
Total Hours: 30

L	T	P	Cr
0	2	0	2

Learning Outcomes:
After the completion of this course, the learners will be able to
● Demonstrate the psychological skills of students for the upcoming professional world.
● Develop the final insight of the higher cognitive processes, including also the individual factors affecting human behaviour.
● Develop comprehensive insight regarding methods and interventions of social psychology and human development.
● Comprehend the emerging areas of psychology and the research and growth taking place in them.
● Excel in various course based competitive exams.

Course Contents

UNIT I   **8 Hours**
Thinking: Theoretical perspectives on thought processes, Concept formation, Language and thought, Problem solving, Decision-making, Metacognition
Intelligence: Spearman; Thurstone; Jensen; Cattell; Gardner; Stenberg; Goleman; Das, Kar & Parrila
Creativity: Torrance, Getzels & Jackson, Guilford, Wallach & Kogan; Relationship between Intelligence and Creativity

UNIT II   **8 Hours**

Personality: Determinants of personality, Approaches to the study of personality, Theories; Motivation: Basic motivational concepts, Motivational Cycle, Approaches to the study of motivation, Zuckerman's Sensation seeking Achievement, Affiliation and Power, Motivational Competence, Self-regulation, Flow.

Emotions: Physiological correlates, Theories of emotions, Emotion regulation; Conflicts: Sources and types

Stress and Coping: Concept, Models, Type A, B, C, D behaviors, Stress management strategies

UNIT III   **8 Hours**

Social Psychology: Nature, scope and history of social psychology; Traditional theoretical perspectives, Social Cognition, Social perception, Attitude; Prosocial behavior; Group and Social influence; Aggression; Group dynamics, leadership style and effectiveness; Theories of intergroup relations; Applied social psychology

Human Development and Interventions: Developmental processes, Theories of development, Various aspects of development.

UNIT IV   **6 Hours**

Psychopathology: Concept, Mental Status Examination, Classification, Causes Psychotherapies, Applications of theories of motivation and learning in School; Factors in educational achievement; Teacher effectiveness; Guidance in schools; **Counselling.**

Emerging areas in psychology: Issues of Gender, Poverty, Disability, and Migration; Peace psychology; Wellbeing and self-growth; Health; Psychology and technology interface

Transactional Modes:

1) Lecture
2) Demonstration
3) Lecture cum demonstration
4) Group discussion
5) Focused group discussion
6) Cooperative learning
7) Brain storming
8) Collaborative learning
9) Problem solving
10) PPT (tool for transaction)

Suggested Readings:

1. Baron, R. A., Byrne, D. E., & Branscombe, N. R. (2012). Social Psychology. New Delhi: Prentice Hall of India Pvt, Ltd.

2. Bridget, R. R., & Greg, L. R. (2008). Cognitive Psychology. New Delh: Pearson Education.
3. Carlson, N. R. (2011). Foundations of Physiological Psychology. U.S.A.: Allyn & Bacon.
4. Feist, J., Feist, G. J., & Roberts, T. (2018). Theories of Personality. Singapore: McGraw Hill.
5. Khosla, M. (2017). Physiological Psychology: An introduction. New Delhi: Sage Publications.
6. Larsen, R. J., Buss, D. M., & Deuskar, M. U. (2017). Personality Psychology: Domains of knowledge about human nature. USA: McGraw Hill Education
7. Mangal, S. K., & Mangal, S. (2019). Psychology of Learning and Development. New Delhi: PHI Learning Pvt Ltd.
8. Myers, D. G. (2006). Social Psychology. New Delhi: Tata McGraw Hill.
9. Santrock, J. W. (2006). A Topical Approach to Life Span Development. New Delhi: Tata McGraw Hill.
10. Singh, A. K. (2015). Social Psychology. New Delhi: PHI Learning.
11. Smith, E. E., & Kosslyn, S. M. (2015). Cognitive Psychology: Mind and Brain. New Delhi: Pearson Education.
12. Williams, S., & Karim, R. (2018). Physiological Psychology. New Delhi: Notion Press, Inc.

Course Code: PSY.591
Course Title: Internship

L	T	P	Cr
0	0	30	2

Place of Internship
Internship can be carried out in any national or regional organization with consent of the head of the department.

Duration
The internship will be of minimum four weeks. The period may include summer break. The students can go for internship only after the examinations of fourth semester.

Evaluation
After completion of the internship students will submit a detailed internship report including a certificate of internship in a prescribed format prepared by the department. Internship report will be evaluated by teachers of the department. The evaluation will be on the basis of satisfactory and unsatisfactory where satisfactory will be based on the performance of the student as Excellent, Very good, Good, Average whereas student will be given unsatisfactory when his/her performance is below average.

Course Code: PSY.599
Course Title: Research Project-II

L	T	P	Cr
0	0	4	4

Half of the research work is to be completed in the previous semester. In 4th semester, students will complete rest of the work and submit the final report in the semester end for evaluation largely under following sub-heads:
- Title of the Research
- Certification
- Contents
- Introduction (including aim and objectives)
- Review of Literature
- Research Methodology (including fully developed instruments)
- Data Presentation and Analysis
- Discussion
- Conclusions and Key Findings
- Bibliography

Referencing Style
While writing the dissertation students will follow APA referencing style.

Evaluation
The evaluation will be on the basis of satisfactory and unsatisfactory where satisfactory will be based on the performance of the student as Excellent, Very good, Good, Average whereas student will be given unsatisfactory when his/her performance is below average. The criteria for the performance will be:
1. Attendance and punctuality
2. Regular discussion with supervisor
3. Extensive review of literature
4. Management of time and resources
5. Final presentation

Course Code: PSY.579
Course Title: Sports Psychology
Total Hours: 60

L	T	P	Cr
4	0	0	4

Learning Outcomes:
After the completion of this course, the learners will be able to:
- Trace the development of Sports Psychology as an independent field.
- Identify factors effecting performance in sports during individual as well as team events.
- Comprehend the role of psychological assistance during sports' performance enhancement.

Course Contents

UNIT I   **15 Hours**

Sports Psychology: Definition, Nature and Scope. History of Sports Psychology in India and abroad Role of Sports Psychologist.

Behavioral Principles and their applications in sports.

Motor learning and transfer of learning: Nature, Factors and application in sports. Feedback: Functions of feedback in sports.

UNIT II   **15 Hours**

Personality and Sports Performance, Personality Profiles of Successful Sportspersons.

Motivation and Emotions in Sports Performance: Theories and Techniques.

Leadership in sports: Team Cohesion and Team Building.

Elite athletes, Women Athletes and Disabled Players.

UNIT III   **15 Hours**

Anxiety, Stress and Burnout; Coping Strategies and Interventions.

Goal setting and managing failure.

Drug abuse in Sports: Causes and Prevention.

Bullying and violence in Sports: Causes and Prevention.

UNIT IV   **15 Hours**

Sports Injury and rehabilitation.

Managing aging in sports.

Psychological Skills Training and Effective Intervention Programs: Imagery Training, Biofeedback, Music and Progressive muscular relaxation therapy. Yoga for sportspersons.

Transactional Modes:
    1) Lecture
    2) Demonstration
    3) Lecture cum demonstration
    4) Group discussion
    5) Focused group discussion
    6) Cooperative learning
    7) Brainstorming
    8) Collaborative learning
    9) Problem solving
    10) Case study
    11) Case based study
    12) Case analysis
    13) PPT (tool for transaction)

Suggested Readings:

1. Cox, R. H. (2002). Sports Psychology. New York: Palgrave Macmillan.
2. Galluci, N.T. (2008). Sports Psychology. New York: The Psychology Press.
3. Mohan, J. (2010). Sports Psychology: Emerging Horizons. New Delhi: Friends Publishers.
4. Mohan, J., & Sehgal, M. (2005). Readings in Sports Psychology. New Delhi: Friends.
5. Mohanty, A. C. (2019). Sports Psychology. New Delhi: Sports Publications.
6. Murphy, S. M. (1995). Sports Psychological Interventions. Champaign: Human Kinetics.
7. Stewart, J. H., Biddle, A., & Nanette, M. (2008). Psychology of Physical Activity. London: Routledge.

Course Code: PSY.580
Course Title: Health Psychology
Total Hours: 60 hours

L	T	P	Cr
4	0	0	4

Learning Outcomes:
After the completion of this course, the students should be able to
- Describe the scope and applications of health psychology
- Explain the models of health behaviour
- Examine the influence of psychological factors on health and illness
- Comprehend the impact of stress on human body

Course Contents

Unit I   **16 Hours**
Concept, scope of Health Psychology; Protective and Health Compromising behaviors; Theories of Health behavior: Biopsychosocial, Health-belief model, learning theories, stage models of health behavior change

Unit II   **15 Hours**
Stress- Symptoms and Measuring Stress, Correlates of Stress to Immunity, Brain and Endocrine system; Stress and Illness: Cardio-vascular diseases, Hypertension, diabetes; Stress management

Unit III   **15 Hours**
HIV/AIDS, Smoking, Obesity, Alcoholism: Causes, Prevention and Management

Unit IV   **14 Hours**
Life style and health longevity: Changing Health Beliefs and Attitudes, Nutrition, Exercise/Yoga

Transactional Modes:
1. Lecture

2. Demonstration
3. Project method
4. Group discussion
5. Case based study
6. Brain storming
7. Role play

Suggested Readings
- Aboud, F. E. (1998). Health psychology in global perspectives. Thousand Oaks C.A: Sage
- Bishop, G. D. (1993). Health psychology: Integrating mind and body. Boston: Allyn & Bacon
- Bloom, B.L. (1988). Health Psychology: A Psychological Perspective. Englewood Cliffs. N.J: Prentice Hall,
- Kaptein, A. (2004). Health Psychology. London: Blackwell Scientific Publications
- Michie, S. (2008). Health Psychology in Practice. London: Blackwell Scientific Publications
- Taylor, S.E. (2014). Health Psychology (9th ed.). U.S.A.: McGraw Hill.

Course Code: PSY.581
Course Title: Psychotherapies
Total Hours: 60

L	T	P	Cr
4	0	0	4

Learning Outcomes:
After the completion of this course, the learner will be able to
- Comprehend the issues related to Psychotherapies.
- Apply psychoanalytic therapy in alleviating the effects of mental disorders.
- Make use of different behavior therapies for treating different types of behavioral and mental disorders.
- Utilize cognitive behavior therapy in modifying negative thought processes of people with depression.

Course Contents:

UNIT I: **12 Hours**
Contemporary Issues in Psychotherapy Theory, Practice, and Research:
A Framework for Comparative Study; The Evolution of Psychotherapy and of Essential Psychotherapies; Framework for Comparing the Psychotherapies;

UNIT II: **12 Hours**
Contemporary Freudian Psychoanalytic Psychotherapy; The Basic Structure of Psychoanalytic Psychotherapy.

Relational Psychoanalytic Psychotherapy: The Basic Structure of Relational Psychoanalytic Psychotherapy.

UNIT III: 18 Hours
Behavior Therapy: Traditional Approaches-Assessment Strategies Used in Behavior Therapy; The Practice of Therapy: Psychoeducation, Exposure-Based Strategies: Exposure Modalities, Exposure Hierarchies; Response Prevention; Operant Strategies; Behavioral Activation; Social and Communication Skills Training; Modeling; Problem-Solving Training; Relaxation-Based Strategies; Mindfulness- and Acceptance-Based Strategies

UNIT IV: 18 Hours
Cognitive Behaviour Therapy (CBT): Assessment, Formulation, Therapeutic Stages, Termination and Relapse. Application Of CBT: Anxiety Disorders, Depression, Eating disorders and Personality Disorders.
Rational Emotive Behaviour Therapy (REBT): Assessment, Formulation, Therapeutic Stages, Termination and Relapse.

Transactional Modes:
1) Lecture
2) Demonstration
3) Lecture cum demonstration
4) Group discussion
5) Focused group discussion
6) Cooperative learning
7) Brainstorming
8) Collaborative learning
9) Problem solving
10) PPT (tool for transaction)

Suggested Readings:
1. Beck, J (2011) Cognitive Behavior Therapy: Basics and Beyond. 2nd ed. NY: The Guilford Press.
2. Corey, G. (2009). Theory and Practice of Counseling and Psychotherapy. Eight editions. Thomson Brooks.
3. Dowson, J. H., Grounds, A. (1995). Personality disorders: Recognition and clinical management, Cambridge University Press
4. Dryden, W. (1995) Rational Emotive Behaviour Therapy: A reader. NY: Sage.
5. Ellis, A. and Dryden, W. (2007). The Practice of Rational Emotive Behaviour Therapy. NY: Springer.
6. Kleinberg, J (ed.) (2012) The Wiley Blackwell handbook of Group psychotherapy. NY: Wiley Blackwell.
7. Leahey, R (2003) Cognitive therapy techniques: A practitioner's guide. NY: The Guilford Press.

8. Messer, S. B. & Gurman, A. S. (2020). Essential Psychotherapies: Theory and Practice. New York: The Guilford Press.

Inter-Disciplinary Course (for Semester 1)

Course Code: PSY.501
Course Title: Understanding Psychology
Total Hours: 30

L	T	P	Cr
2	0	0	2

Learning Outcomes:
After the completion of this course, the learners will be able to:
- Comprehend the basics of Psychology as a science for studying human behavior.
- Infer the scope and applications of Psychology.

Course Contents

UNIT I   **8 Hours**
Psychology: Nature, Scope and Applications.
Relationship of Psychology with other Sciences.
Methods of research in Psychology: Observation, Experimental, Correlation, Case study.

UNIT II   **8 Hours**
Biological Basis of Behaviour: Brief introduction to the functions of Nervous system and Endocrine system.

UNIT III   **7 Hours**
Sensations: Nature, Types, Structure and Functions.

UNIT IV   **7 Hours**
Descriptive Statistics:
Measures of central tendency: Mean, Median and Mode.
Measure of variability: Average Deviation, Quartile Deviation and Standard Deviation.

Transactional Modes:
      1) Lecture
      2) Demonstration
      3) Lecture cum demonstration
      4) Group discussion
      5) Focused group discussion
      6) Cooperative learning
      7) Brain storming

8) Collaborative learning
9) Problem solving
10) PPT (tool for transaction)

Suggested Readings:
1. Baron, R. A. (2002). Psychology. New Delhi: Pearson.
2. Cicarelli, S. K., & Meyer, G. E. (2007). Psychology. New Delhi: Pearson Publishers.
3. Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (2017). Introduction to Psychology. Oxford and IBH
4. Mangal, S. K. (2019). General Psychology. New Delhi: Sterling Publishers Private Limited.
5. Morgan, C., King, R., Weisz, J., & Schopler, J. (2017). Introduction to Psychology. New Delhi: McGraw Hill Education.

Inter-Disciplinary Course (for Semester II)

Course Code: PSY.502
Course Title: Personality Analysis and Development
Total Hours: 30

L	T	P	Cr
2	0	0	2

Learning Outcomes:
After the completion of this course, the learners will be able to:
● Comprehend the basics of Personality Analysis and Development.
● Imbibe the healthier aspects of personality to their own lives.

Course Contents

Unit I   **7 Hours**
Personality: Definitions, Concept and Nature.
Characteristics of Personality
Role of heredity and environment in personality.

Unit II   **8 Hours**
Brief introduction to the theoretical perspectives: Psychoanalytic, Behaviouristic, Cognitive and Humanistic.

Unit III   **8 Hours**
Methods of personality analysis:
Subjective methods: Concept and characteristics, brief introduction to subjective methods, limitations of subjective methods;
Objective techniques: Concept and characteristics, brief introduction to objective techniques, limitations of objective techniques;

Projective techniques: Concept and characteristics, brief introduction to projective techniques, limitations of projective techniques.

Unit IV   **7 Hours**

Determinants of personality: Biological, Psychological and socio-cultural. Strategies for improving personality;

Personality and behaviour in work settings: Personality and job performance, personality and workplace aggression.

Transactional Modes:
1) Lecture
2) Demonstration
3) Lecture cum demonstration
4) Group discussion
5) Focused group discussion
6) Cooperative learning
7) Brain storming
8) Collaborative learning
9) Problem solving
10) PPT (tool for transaction)

Suggested Readings:
1. Baron, R. A. (2002). Psychology. New Delhi: Pearson.
2. Cicarelli, S. K., & Meyer, G. E. (2007). Psychology. New Delhi: Pearson Publishers.
3. Feist, J., Feist, G. J., & Roberts, T. (2018). Theories of Personality. Singapore: McGraw Hill.
4. Hall, C. S., Lindzey, J. C., & Manosevitz, M. (2007). Introduction to Theories of Personality. New York: John Wiley & Sons.
5. Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (2017). Introduction to Psychology. Oxford and IBH
6. Larsen, R. J., Buss, D. M., & Deuskar, M. U. (2017). Personality Psychology: Domains of knowledge about human nature. USA: McGraw Hill Education.
7. Mangal, S. K. (2019). General Psychology. New Delhi: Sterling Publishers Private Limited.
8. Morgan, C., King, R., Weisz, J., & Schopler, J. (2017). Introduction to Psychology. New Delhi: McGraw Hill Education.
9. Shultz, D. P. & Shultz, S. E. (2013). Theories of Personality. Belment, U.S.A: Wadsworth Thompson Learning.

Value Added Course (for Semester III)

Course Code: PSY.504
Course Title: Stress Management
Total Hours: 16 hours

L	T	P	Cr
1	0	0	1

Learning Outcomes:
After the completion of this course, the students should be able to
- Examine the concept of stress and its pathophysiology
- demonstrate various ways of managing stress

Course contents

Unit 1   **4 hours**
Introduction to Stress Management
Basic concepts: Defining stress, stress response, types of stress, Pathophysiology of stress, Mind-Body Health: Psychoneuroimmunology

Unit 2   **4 hours**
Physical and emotional Management
Acupuncture and acupressure; Biofeedback; Breathing techniques; Laughter and art therapy

Unit 3   **4 hours**
Intellectual Management
Meditation; Goal setting and problem solving; Time management

Unit 4   **4 hours**
Social and Spiritual Management
Conflict Resolution; Interpersonal communication; Forgiveness and gratitude.

Transactional Modes:
1. Lecture
2. Demonstration
3. Project method
4. Group discussion
5. Case based study
6. Brain storming
7. Role play

Suggested Readings
1. Aboud, F. E. (1998). Health psychology in global perspectives. Thousand Oaks C.A: Sage
2. Bishop, G. D. (1993). Health psychology: Integrating mind and body. Boston: Allyn & Bacon

3. Bloom, B.L. (1988). Health Psychology: A Psychological Perspective. Englewood Cliffs. N.J: Prentice Hall.

4. Kaptein, A. (2004). Health Psychology. London: Blackwell Scientific Publications.

5. Michie, S. (2004). Health Psychology in Practice. London: Blackwell Scientific Publications.

6. Pestonjee, D.M. (1992). Stress and coping: The Indian experience. New Delhi: Sage

7. Singh, N. N. (2014). *Psychology of Meditation.* New York: Nova Science Publishers.

8. Taylor, S.E. (2006). Health Psychology. U.S.A.: McGraw Hill.

Value Added Course (for Semester IV)
Course Code: PSY.505
Course Title: Coping with Addictions
Total Hours: 15

L	T	P	Cr
1	0	0	1

Learning Outcomes:
After the completion of this course, the learners will be able to:
● Infer addiction from psychological point of view.
● Comprehend the physiological basis, causes and symptoms behind various addictions.
● Learn the ways for coping towards various addictions.

Course Contents

Unit I   **4 Hours**
Addiction: Meaning, Nature, Types
Physiological basis of addiction

Unit II   **4 Hours**
Drug addiction: Causes, Symptoms and Coping
Alcohol addiction: Causes, Symptoms and Coping

Unit III   **4 Hours**
Internet addiction: Causes, Symptoms and Coping
Relationship addiction: Causes, Symptoms and Coping

Unit IV   **3 Hours**
Role of social environment in coping and prevention: Family, School, Culture, Media.

Transactional Modes:
    1) Lecture
    2) Demonstration
    3) Lecture cum demonstration
    4) Group discussion
    5) Focused group discussion
    6) Cooperative learning
    7) Brain storming
    8) Collaborative learning
    9) Problem solving
    10) PPT (tool for transaction)

Suggested Readings:
1. Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (2017). Introduction to Psychology. Oxford and IBH
2. Mangal, S. K. (2019). *General Psychology*. New Delhi: Sterling Publishers Private Limited.
3. Morgan, C., King, R., Weisz, J., & Schopler, J. (2017). *Introduction to Psychology*. New Delhi: McGraw Hill Education.
4. Kaptein, A. (2004). Health Psychology. London: Blackwell Scientific Publications
5. Michie, S. (2008). Health Psychology in Practice. London: Blackwell Scientific Publications
6. Taylor, S.E. (2014). Health Psychology (9th ed.). U.S.A.: McGraw Hill.
7. Corey, G. (2019). Theory and Practice of Counselling and Psychotherapy. New Delhi: Cengage Learning India Pvt. Ltd.
8. Dimri, B., Minocha, M., & Auplish, M. (2016). Guidance and Counselling. New Delhi: Bookman.
9. Douglass, R. G., & David, C. (2007). Counselling and Psychotherapy. New Delhi: Pearson Education.
10. Gladding, S. T. (2018). Counselling, Comprehensive Approach. UK: Pearson Education.